

ESEA Title II Part D

Of the

**No Child Left Behind
Act**

**Enhancing Education Through
Technology**

Instructions for completing

Competitive Grant Application

Deadline: June 30, 2005

**Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987**

**Jim Lukesh
Education Technology Center**

Application Instructions

Please follow the application instructions exactly to avoid having your proposal penalized or returned. Please do not use special binders or folders for the proposal. The Nebraska Department of Education reserves the right to reject any proposal that is not in compliance with application instructions

Cover Page

The school district applying for the grant must fill in the sections of the cover page. In the event of an application by a consortium, the fiscal agent for the consortium should be named on the Cover Page. In addition to other school districts, other consortium partners might include a non-public school, higher education institution, community group, business, industry, library, community group, or any other educational stakeholder.

Each eligible education agency may make one consolidated application. Multiple goals may be contained in that application.

Identify the project director in order to establish a single point of contact. The Abstract must be contained within the space provided and must provide an overview of the major educational purposes and instructional activities of the project and its relationship to the goals of the State Board of Education. The total grant request and the districts involved in the project must be specified on the Cover Page. On the cover page include the amount of Title II Part D funds received through the formula portion of the grant and the disposition of the funds. In the event of a large consortium the districts involved may be included on a separate page to follow the cover page. This will not count against the page limit of the proposal. Please fill in the number for your ESU, county, school district, and technology plan verification on the Cover Page.

Proposal

To present the proposal including the area of focus, description of need and plan of action, use one side of no more than twelve sheets of standard 8 1/2 x 11 paper using no smaller than 10 point font and standard margins (1 inch) and double spacing. Budget sheets do not count against the twelve page limit.

Eligibility

Each applying district or consortium member shall complete an eligibility certification statement. To be eligible to apply for EETT funds a district must be (A) a high-need district as defined by Title I and either (B) a high-technology need district, or (C) a school defined by Title I as “in need of improvement.” Districts that are not defined as high-need under Title I may supply data to show that they should be eligible as a high need district. Acceptance of this data as proof of high need is at the discretion of the

Nebraska Department of Education. Districts not defined as high need can apply only as members of a consortium with eligible districts.

Districts that have transferred Title II, Part D formula money to other programs for use other than technology shall not be eligible to compete for Title II, Part D competitive grants. Districts that have assigned formula funds to an ESU consortium for technology shall be eligible if meeting other requirements as stated above.

High Need

For determining “high” need for criteria (A) above, the State will use the poverty data used by the Department of Education in allocating grants under Title I, Part A. Nebraska has been approved to use an alternate method for calculating Title I, Part A funds that averages census poor and counts of school-age children eligible for free lunch under the Child Nutrition Program. Use of this data allows for a consistent definition of poverty between the formula and the competitive grants under Title II - Educational Technology State Grants Program. A “high” percentage of poverty has been defined as (a) at least 15% (a district that is eligible for a Title I concentration grant); or (b) a student population with at least 1,000 low-income students (defined as the formula “counts” for determining Title I grants).

A listing of the poverty percentages and formula counts is posted on the Title II Part D website at <http://www.nde.state.ne.us/NCLB/titleii/partd/>

High Technology Need

An LEA with a “high” technology need has been defined as: 50% or more of the staff has not had adequate professional development in the integration of technology into the classroom or if technology is not integrated into 50% or more of the classes.

School In Need of Improvement

An LEA may be designated by Title I as in need of improvement. To find out if your district has been so designated (if you do not already know) e-mail to jlukesh@nde.state.ne.us.

Budget

Specify the amounts in each budget category on the form provided. If the application is for a consortium budget the figures should represent project totals, not individual district amounts. On one side of no more than 2 additional pages, provide a narrative justification which explains how costs in each category were calculated for each district participating in the consortia and how those costs are related to the project’s proposed educational and instructional activities. Specify hardware, software, and online resources and services to be purchased and describe how those will connect to the student learning

and achievement objectives identified in the narrative. Funds can be used to provide release time for staff development.

Budget pages do not count against the twelve page limit.

Remember: A minimum of **25%** of EETT funds must be spent on **professional development**.

Letter of Agreement

The superintendent or chief administrative officer of the applying district must sign (with an original signature) one of the Letter of Agreement pages representing the school district. In the event of a consortium, the administrator of the agency acting as the fiscal agent must sign the page specified for the consortium fiscal agent and all other participating districts must provide consortium partner Letter of Agreement pages.

Non-Public School Participation

Applicants for this program must, after meaningful consultation with appropriate non-public school officials, provide children enrolled in non-public schools, as well as their teacher and other educational personnel, with an opportunity to participate on an equitable basis in this program. The sign-off sheet must be signed by the superintendent or project director and an appropriate official from each non-public school in the LEA attendance area in order to be eligible to participate in the competition.

Appendices

A. Provide letters of agreement of all consortia members and partners specifying a commitment to participation and to the provision of financial and/or in-kind resources where applicable.

B. Provide letters of support from local communities and business and industry members that may be indirect partners in the project.

C. Include the number for the technology plan as certified by the Nebraska Department of Education for each participating educational agency. If the plan for the applying agency has not been certified by the Nebraska Department of Education the agency may submit an application but will not receive funds until a plan has been certified.

D. List the official name of the school district, the district number, the address, the principal contact person, his/her telephone number, fax number, and e-mail address. Consortium applications must submit this information for each participating school district and educational agency.

Delivery of Applications

A paper copy the original application for the grant by a school district or by a consortium is due at the Nebraska Department of Education, Education Technology Center, no later

than 5:00 p.m., June 30, 2005 or must be postmarked no later than June 30, 2005. Late applications or faxed applications will not be accepted. Electronic applications may be submitted in lieu of paper applications and must be e-mailed no later than June 30, 2005. e-mail to jlukesh@nde.state.ne.us.

You will receive an e-mail confirmation of the receipt of your electronic or paper application.

Send applications to:

Nebraska Department of Education
Education Technology Center
301 Centennial Mall South
Lincoln, NE 68509-4987
attn: Jim Lukesh
jlukesh@nde.state.ne.us

Hand-delivered applications accepted at sixth floor of the Nebraska Department of Education. Ask the receptionist to call Jim Lukesh.

Narrative Categories

1. Educational Needs and Area of Focus -- 9 points

Describe the area of focus of the proposal. Describe the educational needs of all students, including those with special needs, and explain how the use of educational technology will enable increased student learning and achievement. Describe the needs of educational staff for professional development. Describe how the professional development will enable increased student learning and achievement.

2. Technology Needs -- 6 points

Describe the need for the technologies (including professional development for staff, hardware, software, online resources and services, distance learning technology and assistive technology for students with special needs) to be acquired through this project and identify how the use of these technologies and/or staff development will improve and increase student learning and achievement. Remember that a minimum of 25% Enhanced Education Through Technology Funds must be spent on professional development.

3. Expected Student Learning Outcomes and/or Staff Development Outcomes – 15 points

Specify the student learning outcomes anticipated from this project, and relate these to the goals of Title II Part D and the Nebraska Department of Education K-12 State Technology Plan and the Nebraska Department of Education Guidelines for Nebraska Student Essentials for Learning in Technology. Specify the staff development outcomes

anticipated from this project and relate them to the Nebraska Department of Education Guidelines for Educator Competencies in Technology. Describe how the staff development will lead to increased technology literacy and integration of technology into the curriculum. Identify follow-up support for educators. Describe how the project is Student-Centered.

4. Implementation and Management – 6 points

Provide an implementation plan for this project that identifies plans for staff development and teacher training on the effective use and integration of technology into the classroom curriculum; includes a timeline illustrating training and project events, dates and administrative activities; identifies to whom responsibilities for training, supervision, decision making, and evaluation will be assigned; and describes how these responsibilities will be carried out. Identify the cost-per-participant for projects utilizing funds for staff development. Briefly describe any ongoing projects, programs, or best practices assisted by technology that will form the core of the program. Describe plans to maintain the project after the grant funding period.

5. Evaluation Plan – 6 points

Describe the plans and means for evaluating the improvement in student learning and for using the data in planning to impact student learning.

6. Dissemination Plan -- 3 points

Describe how successful projects and data derived from them will be shared with other educational agencies.

7. Relationship to Plans and Statutes – 6 points

Describe links between project and district plans, state tech plans, standards, statutes and basic educator and student learnings.

8. Partnership Plan - 6 points

Describe how the project will lead to collaboration and sharing of resources and leveraging of funds among members of a consortium or between local education agencies. Describe the roles each partner will play in the project. Include in Appendix A a letter of commitment from each partner indicating the type of assistance being provided.

Describe how the project will lead to increased parental involvement. Identify partnerships with other local education agencies and educational service units designed to enable the project to reach the most possible educators and learners. Identify partnerships with business and industry, libraries, community groups, private schools, community colleges and institutions of higher education, or other groups that are intended to assist the district or the consortium with applying educational technology to the learning process. Identify partnerships with curriculum consultants that will lead to increased infusion of technology in the curriculum.

9. Budget – 3 points

This section on the Scoring Rubric will refer to your budget sheet and accompanying pages.

Budget Worksheet

In working out an explanation of your budget you may want to explain some of the following:

Use of Funds

- Hardware/equipment
- Software/instructional materials/online resources
- Professional Development
 - Technology literacy
 - Technology Integration
 - Technology skills and use
- Infrastructure/facilities

Funds

- Competitive funds used:
 - Stipends/salaries/benefits
 - Consultative services
 - Tuition
 - supplies
- Formula funds used:
- Transferred funds used:
- Funds from other sources used:
- Funds for private schools

Subject Areas affected

Grade Levels affected

Activities and where they fit in the proposal

This is not an exhaustive list but may give you an idea of how to explain the budget to the grant reviewers.

You may use two pages (standard 8 1/2 x 11 paper using no smaller than 10 point font and standard margins (1 inch) and double spacing). These pages do not count against the limit for explaining your project.

Background Information

The State of Nebraska received funds through Title II Part D of the No Child Left Behind Act of 2001. Of this amount 5% is earmarked for Administrative Costs and Technical Assistance and the remainder is divided with half going to school districts through formula grants based on the Title I formula. And half being distributed through competitive grants. At this point the exact amount available to the Nebraska Department of Education is not finalized but will be approximately 28% below the figure from the previous year which was \$3,304,308. On this basis the Nebraska Department of Education figure will be approximately \$2,380,000. Thus, approximately \$1,330,000 will be available for competitive grants. This Request for Proposals is being published with this figure in mind. The final figure will be very similar and will be available on July 1, 2005, prior to the announcement of awards. This request for proposals will allocate competitive funds for grants from individual school districts or small consortiums of school districts and for larger regional or ESU-wide consortium staff development projects,

The purpose of Title II, Part D- Enhanced Education Through Technology in Nebraska's Consolidated Plan is to facilitate and enhance learning for all students. The objectives, strategies and activities that follow related to and address the three goals of Title II, Part D. Those goals are: to improve student academic achievement through the use of technology in elementary and secondary schools; to assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location or disability; and to encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies.

Special emphasis is given to professional development so that educators are prepared to assist students in the use of technology. A minimum of 25% of EETT funds must be spent on professional development. In cases where an educational agency can show that adequate professional development is taking place without the use of EETT funds a waiver on the 25% may be granted by the Department of Education.

An objective for use of EETT funds in Nebraska is to establish and implement a technology based data and information management system that includes template or model and process that correlates with, facilitates and enhances the Nebraska School Improvement Model. The following strategies are associated with this objective.

This template and the data and information it provides, when used by schools, will provide the basis for identifying the student performance levels within schools in all disciplines based on the goals set by each local school district and or learning center.

The electronic management system (model and template) will be used to bridge the gap

between data and information collection, aggregation and reporting to intervention for improving instruction and increased student achievement at the local district level.

The electronically managed data and information will be used to identify schools with performance challenges and provide intervention strategies to assist in resolving their challenges.

The template or model will be designed so the required school district technology plans are integrated into the school improvement plans and submitted electronically.

High Need Priority

Title II Part D competitive funds can be applied for only by High Need LEA's or a consortium that contain a High Need LEA as a primary beneficiary of the project although the High Need LEA does not need to be the fiscal agent for the project.

High Need is defined as:

- (A) among the LEA's in the State with the highest percentages or numbers of children from families with incomes below the poverty line; and
- (B) operates one or more schools identified for improvement or corrective action under Title I; or
- (C) has a substantial need for assistance in acquiring technology.

To be eligible for the competitive grant a School District would have to meet (A) and either (B) or (C).

For determining "high" need for criteria (A) above, the State will use the poverty data used by the Department of Education in allocating grants under Title I, Part A. Nebraska has been approved to use an alternate method for calculating Title I, Part A funds that averages census poor and counts of school-age children eligible for free lunch under the Child Nutrition Program. Use of this data allows for a consistent definition of poverty between the formula and the competitive grants under Title II - Educational Technology State Grants Program. A "high" percentage of poverty has been defined as (a) at least 15% (a district that is eligible for a Title I concentration grant); or (b) a student population with at least 1,000 low-income students (defined as the formula "counts" for determining Title I grants).. An LEA would also need to meet the criteria of High Technology Need or a School in Need of Improvement as defined by Title I. An LEA with a "high" technology need has been defined as: 50% or more of the staff has not had adequate in-service in the integration of technology into the classroom or if technology is not integrated into 50% or more of the classes. If your district is defined by Title I as a school in need of improvement you are probably aware of that fact but you can contact NDE for this information.

The Title I poverty percentages and counts are posted on the Title II Part D website. For more information on this or to inquire as to whether your district is classified by Title I as

being “in need of improvement” contact Jim Lukesh at jlukesh@nde.state.ne.us.

If you think that the district-wide numbers are not correct for your district contact me with the correct numbers and I will see that your case is considered.

Local Partnerships

Aside from being a “High Need” LEA a district may apply for funds as part of a consortium or “eligible local partnership.”

An “eligible local partnership” is a partnership that includes at least one high-need LEA *and* at least one of the following –

- (1) An LEA that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.
- (2) An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that act.
- (3) A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.
- (4) A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The partnership may also include other LEAs, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

Additional points will be awarded in judging for partnerships that are able to leverage funds and increase opportunities for students.

Size of Award

Statute requires that the size of the award be sufficient to fulfill the goals of the proposal. A minimum award has been established at \$10,000 which should be broken down to cost

per pupil, cost of equipment and cost of professional development (a minimum of 25% must be expended in this area.)

Local Application Requirements

Before receiving Ed Tech funds, an eligible applicant must have a new or updated long-range strategic educational technology plan that is consistent with the objectives of the statewide technology plan and that addresses the statutory local plan requirements. The applicant does not have to develop a new technology plan for the Ed Tech program, but may use its current technology plan, modified as necessary to comply with the requirements of the Ed Tech legislation. As appropriate, an LEA may seek a waiver of this requirement in order to receive funds to develop the plan.

An individual local technology application (i.e., an Ed Tech program application that is not part of the consolidated local application described below) must include the following:

- **Strategies for improving academic achievement and teacher effectiveness** – a description of how the applicant will use Ed Tech funds to improve the academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers in schools served by the LEA to integrate technology effectively into curriculum and instruction.
- **Goals** – a description of the applicant’s specific goals, aligned with challenging State standards, for using advanced technology to improve student academic achievement.
- **Steps to increase accessibility** – a description of the steps the applicant will take to ensure that all students and teachers have increased access to technology. The description must include how the applicant will use Ed Tech funds to help students in high-poverty and high-needs schools, or schools identified for improvement or corrective action under section 1116 of Title I, and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- **Promotion of curricula and teaching strategies that integrate technology** -- a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement.
- **Professional development** – a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- **Technology type and costs** – a description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- **Coordination with other resources** – a description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- **Integration of technology with curricula and instruction** – a description of how the applicant will integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and a timeline for this integration.
- **Innovative delivery strategies** – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- **Parental involvement** – a description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used.
- **Collaboration with adult literacy service providers** – a description of how the program will be developed, where applicable, in collaboration with adult literacy service providers.
- **Accountability measures** – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.
- **Supporting resources** – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure effective uses of technology.

Local Uses of Funds

Funds must be spent on action plans to relate to the goals of the Enhanced Education Through Technology Act and must be centered on improving student achievement. The

goals are: (A) improving technology literacy; (B) technology integration into the curriculum; and (C) professional development.

The Nebraska Department of Education is placing special emphasis on a Technology-Based Data and Information Management System that includes template or model and process that correlates with, facilitates and enhances the Nebraska School Improvement Model. The following strategies are associated with this objective.

This template and the data and information it provides, when used by schools, will provide the basis for identifying the student performance levels within schools in all disciplines based on the goals set by each local school district and or learning center. The electronic management system (model and template) will be used to bridge the gap between data and information collection, aggregation and reporting to intervention for improving instruction and increased student achievement at the local district level. The electronically managed data and information will be used to identify schools with performance challenges and provide intervention strategies to assist in resolving their challenges.

The template or model will be designed so the required school district technology plans are integrated into the school improvement plans and submitted electronically.

Each Ed Tech recipient must use at least 25 percent of its funds to provide ongoing, sustained, and intensive, high-quality professional development. (This requirement applies to both formula and competitive grant funds.) The recipient must provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments. However, the professional development requirement does not apply if the Ed Tech recipient demonstrates, to the satisfaction of its SEA, that it already provides, to all teachers in core academic subjects, such professional development, which is based on a review of relevant research. The remaining funds are to be used to carry out other activities consistent with the purposes of the program and the district's local technology plan.

In implementing its local technology plan, a recipient of Ed Tech funds may support activities such as –

- Increasing accessibility to technology, particularly through public-private partnerships, with special emphasis on accessibility for high-need schools.
- Adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies.
- Implementing proven and effective courses and curricula that include integrated technology and that are designed to help students reach challenging academic standards.

- Using technology to promote parental involvement and foster communication among students, parents, and teachers about curricula, assignments, and assessments.
- Preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to the technology leaders.
- Enhancing existing technology and acquiring new technology to support education reforms and to improve student achievement.
- Acquiring connectivity linkages, resources, and services for use by students and school personnel to improve academic achievement.
- Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
- Implementing enhanced performance measurement systems to determine the effectiveness of education technology programs funded with Ed Tech funds.
- Developing, enhancing, or implementing information technology courses.

Accountability

LEAs and eligible local entities must have long-range technology plans that are consistent with the objectives of their SEA's State plan. Like SEAs, they must develop strategies for improving student academic achievement through the effective use of technology in classrooms, including improving the capacity of teachers to integrate technology into curricula and instruction. Furthermore, they must set specific goals, aligned with State standards, for using advanced technology to improve student academic achievement.

To help ensure accountability for Ed Tech funds, LEAs and eligible local entities must also develop a process and accountability measures that they will use to evaluate the extent to which activities funded under the program are effective in (1) integrating technology into curricula and instruction; (2) increasing the ability of teachers to teach; and (3) enabling students to meet challenging State standards.

Because the Ed Tech program is a State-administered program, the SEA is responsible for ensuring that LEAs and eligible local entities comply with Ed Tech statutory requirements. In addition, as part of its evaluation of the program, the Department will examine the extent to which LEAs and eligible local entities have effectively used funds to meet the goals of the program.

Grant recipients will be expected to maintain baseline data to compare to data taken through evaluation of the project and will be required to report the data to the Nebraska Department of Education and the United States Department of Education.

Reimbursement

Disbursement of funds for Title II, Part D competitive grants will be on a reimbursement basis only. Reimbursement will be upon request and upon receipt at the Nebraska

Department of Education of documentation of proper use of funds. Documentation will be NDE for 28-003 and 28-004 as well as a printout of expenditures detailing purchases and warrant numbers and other documentation as may be requested.

For More Information

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Title II D webpage <http://www.nde.state.ne.us/titleii/partd/>